



50th Annual Michigan Reading Association Conference

LITERACY *for life*

Education 472 – 4 E300
SURREY CAMPUS ROOM 5360
THURSDAY 5:30-9:20 PM

SIMON FRASER UNIVERSITY
SUMMER SEMESTER

Designs for Learning Language Arts

Course Outline/Overview/Assignments/Resources

**Kellie Buis
Literacy Consultant
Vancouver, BC
Canada**

**kbuis@dccnet.com
604-596-3175**






Course Description - Education 472 - 4

This course is for those interested in learning about designing a comprehensive language, literacy and learning program that works for diverse groups of learners in the elementary grades.

This course aims to give you opportunities to explore issues around the teaching and learning of language and literacy that are theoretical in nature and of immediate and practical use to the classroom teacher.

This course is designed to enable you to reflect on your classroom experiences and assist you to develop a repertoire of methods and materials that will deepen and enrich the language and literacy learning of all your students.

Requirements

-  In-class attendance
-  Participation in weekly presentations
-  Reading and discussing the research/professional literature
-  Engaging in practice tasks and curriculum/program building
-  Self-Evaluation

Readings

1. Popp, M.S. (2005). *Teaching language and literature in elementary classrooms*. Lawrence Erlbaum Associates, Publishers. New Jersey.
2. Culham, R. (2003). *6+1 Traits of writing: the complete guide grades 3 and up*. Scholastic Professional Books. Canada
3. Buis, K. (2004). *Writing every day*. Pembroke Publishers. Canada.

The Purpose of the Course

The purpose of the course is to introduce you to a sampling of the major ways of looking at language, learning and literacy and a cross-section of some of the literature in the field. It is designed to be of immediate and practical use to elementary school teachers. It is also designed to be a framework in which to examine and reflect upon your beliefs as a language/literacy teacher, your role as a teacher in engaging students in making meaning, and the means to deepen and enrich the learning of a diverse group of learners.

This course is for anyone interested in learning about the key activities to involve students in reading, writing, listening and speaking, thinking and inquiry in the elementary classroom. These key activities will be examined over the fourteen sessions of Designs for Learning: Language Arts - Intersession.

- 👤 Session 2: Integrated Language Learning
- 👤 Session 3: Read Aloud/Independent Reading
- 👤 Session 4: Creating a Literature Base
- 👤 Session 5: Guided Reading/Mini-Lessons/Individual Conferences
- 👤 Session 6: Writing in the Classroom/ 6 + 1 Traits
- 👤 Session 7: Writing to Create Meaning
- 👤 Session 8: Listening/Speaking - Independent Centers
- 👤 Session 9: Writer's Workshop
- 👤 Session 10: Making Words Stick
- 👤 Session 11: Writing Programs
- 👤 Session 12: The Language of Expression
- 👤 Session 13: Putting It All Together - Project Sharing - Self-Evaluation

Course Overview

Session 1: Building a Community of Learners

Introduction - Expectations - Building in Assessment and Evaluation

READING CIRCLE - Discussion of Professional Reading:

Culham. *6+1 Traits of Writing Grades 3 and Up*. Chapter 1 +2

Session 2: Integrated Language Learning

READING CIRCLE - Discussion of Professional Reading: Marcia S. Popp,
Teaching Language & Literature in Elementary Classrooms. Chapters 1 and 10

READING CIRCLE - Discussion of Professional Reading: Buis. *Writing Every Day*. Chapter 1+2

Session 3: Read Aloud & Independent Reading

READING CIRCLE - Discussion of Professional Reading: Marcia S. Popp,
Teaching Language & Literature in Elementary Classrooms. Chapter 2 + 3

Session 4: Creating a Literature Base

READING CIRCLE - Discussion of Professional Reading: Marcia S. Popp,
Teaching Language & Literature in Elementary Classrooms. Chapters 4

READING CIRCLE - Discussion of Professional Reading: Buis. *Writing Every Day*. Chapter 3+4

Session 5: Guided Reading/Mini-Lessons/ Individual Reading Conferences

READING CIRCLE - Discussion of Professional Reading:

Marcia S. Popp, *Teaching Language & Literature in Elementary Classrooms*.

Chapter 5, 6 and 7

Session 6: Writing In the Classroom/The 6+ 1 Traits

READING CIRCLE - READING CIRCLE - Discussion of Professional

Reading: Buis. *Writing Every Day*. Chapter 5+6

READING CIRCLE - Discussion of Professional Reading:

Culham. *6+1 Traits of Writing Grades 3 and Up* Chapter 3 + 4

Session 7: Writing to Create Meaning

READING CIRCLE - Discussion of Professional Reading: Marcia S. Popp,

Teaching Language & Literature in Elementary Classrooms. Chapter 8

Session 8: Listening and Speaking and Independent Learning Centers

READING CIRCLE - Discussion of Professional Reading: Marcia S. Popp,

Teaching Language & Literature in Elementary Classrooms. Chapters 9

Session 9: Writer's Workshop

READING CIRCLE - Discussion of Professional Reading:

Culham. *6+1 Traits of Writing Grades 3 and Up* Chapter 5 + 6

READING CIRCLE - Discussion of Professional Reading: Buis. *Writing Every*

Day. Chapter 7+8

Session 10: Making Words Stick

READING CIRCLE - Discussion of Professional Reading: Articles

Discussion of Professional Reading: Buis. *Making Words Stick*. Chapter 1

Session 11: Writing Programs

READING CIRCLE - Discussion of Professional Reading:

Culham. *6+1 Traits of Writing Grades 3 and Up* Chapter 7 + 8

Session 12: The Language of Expression

READING CIRCLE - Discussion of Professional Reading: Marcia S. Popp,

Teaching Language & Literature in Elementary Classrooms Chapters 11

Session 13: Putting It All Together! / Self-Evaluations

Closing - Self-Evaluations

**READING CIRCLE - Discussion of Professional Reading: Marcia S. Popp,
*Teaching Language & Literature in Elementary Classrooms. Appendix A-E***

Course Requirements

ATTENDANCE:	10% of your final grade
PARTICIPATION:	15% of your final grade
3 R's LANGUAGE ARTS PROJECT:	25% of your final grade
DAILY LETTER ASSIGNMENT:	25% of your final grade
LANGUAGE ARTS ABC BOOK:	25% of your final grade

The completion of course requirements forms the basis for the assessment and evaluation of your work in Education 472: Language Arts. Your work will be graded according to university grading guidelines. Criteria will be set for each area of your work, and criterion-referenced evaluation strategies will be used. The final evaluating process comprises both self-evaluation and evaluation by the course instructor.